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Evaluations of three English methodology courses at Bradley University, Illinois, were made to determine which course or combination of courses was most effective in preparing the student to teach English in the secondary school. Questionnaires completed by Bradley graduates teaching English in secondary schools indicated that none of the three courses, individually, met the methodology needs in all areas of English. One course, "Methods of Teaching English" was found to be inadequate primarily because of its time limitations as a 1-hour course. "Senior Internship" was rated of definite value for teacher preparation but was limited in enrollment and to experience in college Freshman composition classes. "Advanced Composition" was rated high in value in methods of teaching composition and in strengthening the student's writing knowledge and skills. The weakest areas in the English methodology curriculum were presenting grammar and linguistics and teaching culturally disadvantaged and slow students. The evidence indicated the need for expanding the 1-hour English methods course and establishing it as a required course, possibly merging it with the education methods course. "Advanced Composition" should be recommended, if not required, for all English education majors. "Senior Internship" should be studied further as an elective. (Author/LH)

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ILLINOIS STATE-WIDE CURRICULUM STUDY CENTER IN THE PREPARATION OF SECONDARY SCHOOL ENGLISH TEACHERS (ISCPET)

An Evaluation of Three English Methodology Courses As Preparation for Teaching English in the Secondary School

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Bradley University
Peoria, Illinois

November 1968

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FOREWORD

In April, 1965, Bradley University undertook several Special Research Studies for the Illinois State-Wide Curriculum Study Center in the Preparation of Secondary School English Teachers. When the Special Studies began, the official Bradley University Institutional Representatives to ISCPET, under the general direction of Professor J. N. Hook of the University of Illinois, were Professors William L. Gillis and W. F. Elwood. Also, Professor Gillis served as the Investigator for the Special Research Studies.

In March, 1968, because of poor health, Professor Gillis submitted his resignation to ISCPET as Institutional Representative and Investigator for the Bradley-ISCPET Special Research Studies. Shortly thereafter, Professor Paul Sawyer became Bradley University's representative to ISCPET, and Mrs. June Snider became the Investigator for the Special Research Studies.

Because so much of the actual research time had passed when Mrs. Snider accepted her position, her primary tasks have been the completion of the studies, the analyses of the data, and the preparation of the final reports. "An Evaluation of Three English Methodology Courses As Preparation for Teaching English in the Secondary School" is the second of two Bradley-ISCPET Special Research Studies to be completed by Mrs. Snider.

The Executive Committee of the Illinois State-Wide Curriculum Study Center in the Preparation of Secondary School English Teachers wishes to acknowledge its appreciation to Mrs. June Snider for accepting and meeting the challenge of learning the past details of this Study, completing the Study on schedule, and preparing the final report.

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I. INTRODUCTION

A. Background

When Bradley University became a member of the Illinois State-Wide Curriculum Study Center in the Preparation of Secondary School English Teachers, the English Department offered no courses in methods of teaching English in the secondary school. General methods of teaching in secondary schools is taught in the College of Education and is required of English education majors.

The resulting lack of teaching skills and knowledge requisite to the diverse problems of teaching English was made apparent by replies to questionnaires in a 1965-66 survey by the English Department of Bradley graduates who were teaching English in secondary schools. (Ref. 7) Seventy per cent of the respondents said that their preparation for the teaching of English was not adequate. The area of greatest weakness was in composition; 82 per cent said they had not learned how to teach composition.

Evidence of needs for additional teaching skills and knowledge of secondary school English teachers has been established on a national scale by studies of the National Council of Teachers of English. (Refs. 2 and 3) Methodology needs were also set forth in the ISCPET "Qualifications of Secondary School Teachers of English: A Preliminary Statement." (Ref. 5)

The problem was to devise a course or courses which would best fulfill these needs. A 1965 report by the Bradley English Department on the status of English teaching in Illinois public high schools (Ref. 4) showed that there was no standard approach in teacher preparation curriculums to methods of teaching English and indicated that knowledge and teaching skills in composition were particularly lacking. Many questions arose. What type of methods course would be most effective? Would an English methods course overlap the three-hour general education methods course? What type of course would best provide methods of teaching composition and also strengthen the student's competency in writing?

The decision of the English Department was to add three courses to the curriculum, each concentrating on different aspects of preparation for teaching English in the secondary school.

B. Methodology Course Descriptions

English 362, Methods of Teaching English, was established as a one-hour

course, an elective, to be taken concurrently with Education 362, a three-hour required course in general methodology. English 362, taught by a member of the English Department and coordinated with Education 362 in content and objectives, provides skills and knowledge in methods of teaching literature, language, and composition.

English 405, Senior Internship, provides qualified seniors an opportunity to learn methods of teaching English through classroom observation and supervised teaching experience in Bradley freshman composition classes. In addition to observing the methods of an experienced composition instructor, to whom the intern is assigned, the student gains experience in marking and grading themes, planning assignments, and, later in the semester, practice in teaching portions of the class periods, all under close supervision of the instructor. The intern is required to keep a journal of his progress and problems, and all interns meet with the faculty supervisor of the intern program in a weekly seminar plus individual conferences.

Students in the intern course, a three-hour elective, must be approved by the instructor. The enrollment is small and is divided between English-Education majors who plan to teach as graduate assistants.

English 500, Advanced Composition, was established with the dual purpose of providing (1) a course which would combine practice in writing with an intensive study of rhetoric, language, and prose style and (2) methods of evaluating and teaching composition.

Through analyses of themes written by the class, the students benefit by increased knowledge and skills in effective writing and an understanding of constructive methods of teaching composition and evaluation of themes beyond mere listing of errors.

The three-hour course is required of graduate students in English and is open as an elective to seniors and qualified juniors. Many of the graduate students are English teachers in secondary schools and the undergraduates include both English education majors and English majors.

C. Objectives and Hypothesis

This study attempted to evaluate the relative effectiveness of the three courses in the methodology of teaching English and to determine which course or combination of courses best prepares the students for teaching English in the secondary school.

II. METHOD

To determine which of the three courses or combination of courses is most effective in providing knowledge and skills in methods of teaching English, questionnaires were devised for evaluating English 362 and English 500. Because of the very small enrollments in English 405 and the fact that several of the interns have taught only as graduate assistants at Bradley, individual evaluations by three interns who have gone into secondary school English teaching were used to judge the effectiveness of English 405.

The questionnaires were sent to 1967 and 1968 graduates with teaching experience in the secondary school and seniors in practice teaching who had taken English 362 during the past year. Questionnaire items were based on objectives of each course plus areas of needs in knowledge and skills for teaching English established by the ISCPET Qualifications Statement and "Guidelines for Preparation of Teachers of English" (Ref. 6).

The questionnaire for English 362 (Appendix A) consisted of 14 specific areas of knowledge and skills in methods of teaching English and three general questions regarding the overall effectiveness of the course as preparation for teaching. Comments on the strengths and weaknesses of English 362 were also asked for.

The questionnaire for English 500 included 24 specific areas of writing skills and knowledge in addition to techniques of teaching composition. Respondents were also asked whether or not a course such as English 500 should be required of all undergraduates preparing to teach English in the secondary school and were asked to comment on areas of weakness in their own preparation for teaching English.

Respondents to questionnaires for both courses were asked to rate the questionnaire items on the following scale: 1 - of great value, 2 - above average in value, 3 - average in value, 4 - of little value, and 5 - of no value.

III. RESULTS

A. Results of English 362 Questionnaires

Questionnaires concerned with English 362 (Methods of Teaching English) were mailed to 33 persons; 19 responses were received, yielding a 57

per cent return. Distribution of ratings and means ratings of fourteen specific areas of English teaching knowledge and skills are shown Table 1.

Overall results based on the means ratings in the fourteen areas of the questionnaire show the course to be of only average or less than average value in most areas. Comments indicated that some areas were not covered due to time limitations of the one-hour course and were therefore rated of little or no value.

On the 1 to 5 rating scale (1 being the strongest and 5 the weakest rating), the two strongest areas were area 3, methods and practice in preparation of various types of lessons, with a mean rating of 2.54, and area 5, methods of teaching composition, with a mean rating of 2.78, both only slightly above average in value.

Means in nine of the fourteen areas ranged from 3.10 to 3.84 or from average to less than average value. Three areas were of little or no value: area 9, methods of teaching reading, with a mean rating of 4.26; area 11, knowledge of current adolescent literature, with a mean rating of 4.31; and area 13, ability to recognize and analyze the language problems of culturally disadvantaged students, with a mean rating of 4.10.

Responses to three general questions regarding English 362 are also shown in Table 1. Of 18 responses to the question, "Does the content of English 362 overlap that of Education 362?", 55 per cent answered "yes" and 44 per cent answered "no." Of 18 responses to the question, "Should English 362 be enlarged to a three-hour course?", respondents were decidedly in favor of enlargement with 89 per cent answering "yes" and only 11 per cent "no." Of 17 responses to the question, "Would you prefer separate courses in methods of teaching composition, grammar, language, etc. to a three-hour general English methods course?", 47 per cent answered "yes" and 53 per cent answered "no."

Comments on the strengths and weaknesses of English 362 were also asked for in the questionnaire. A digest of these comments is given in Appendix C. In general the respondents found the course of value in preparing them for English teaching through a preview of problems of the English teacher, provision of methods of teaching various areas of English, and some knowledge of teaching materials and aids. But they were almost unanimous in criticizing the time limitations of the course as its greatest weakness. The common complaint was that one hour a week was not sufficient to cover even a minimum of subject matter in methods of teaching English or to provide in-depth study of concepts of teaching English in the secondary school.

Table 1. Results of English 362 evaluation questionnaire

Rating scale: 1. Of great value
2. Above average in value
3. Of average value
4. Of little value
5. Of no value

N= 19

	Ratings Distribution					
	1	2	3	4	5	Mean
1. Methods of adapting materials and texts for effective use with students of varying levels and abilities	1	2	6	7	3	3.47
2. Methods of relating the study areas of language, literature, and composition to the interests of the individual student		3	9	5	2	3.31
3. Methods and practice in preparation of various types of lessons	2	10	3	3	1	2.54
4. Methods of teaching literature	1	2	11	4	1	3.10
5. Methods of teaching composition	1	4	9	4	1	2.78
6. Methods of teaching oral communication		1	6	10	2	3.68
7. Methods of teaching grammar	1	4	5	8	1	3.21
8. Methods of teaching language, semantics, vocabulary, etc.		1	5	10	3	3.79
9. Methods of teaching reading		1	2	7	9	4.26
10. Methods of stimulating students' interest in reading			6	10	3	3.84
11. Knowledge of current adolescent literature		1	2	6	10	4.31
12. Understanding of effects of popular communication media (TV, films) on student values and interests		3	6	6	4	3.57
13. Ability to recognize and analyze the language problems of disadvantaged students and students of varying cultural backgrounds		3	1	6	9	4.10
14. Practice in actual classroom teaching	1	6	3	2	7	3.42

General questions on English 362:	Yes N	No N	Yes %	No %
1. Does the content of English 362 overlap that of Education 362?	10	8	55.5	44.5
2. Should English 362 be enlarged to a three-hour course?	16	2	89	11
3. Would you prefer separate courses in the teaching of composition, grammar, language, etc. to a three-hour English general methods course?. . . .	8	9 (1 no opinion)	47	53

B. Results of English 500 Questionnaires

Twenty-four evaluation questionnaires dealing with English 500 were mailed; 12 responses were received for a 50% return. Distribution of ratings in 24 specific areas of teaching skills and knowledge in composition and means for each area are shown in Table 2.

The overall results show the course to be effective in most of the 24 areas. The strongest areas with means ratings of between 1 (of great value) and 2 (above average in value) were areas 1-a and 1-e, knowledge of writing exposition and abstracts; area 4, development of thesis; area 10, development of self-improvement through recognition of errors and practice in revision and editing; and area 16, methods of marking corrections and analysis of the student's writing to best help him improve.

Other areas shown to be above average in value with means between 2 and 2.5 included knowledge of writing argumentation, knowledge of the writing process, effective sentence and paragraph structure, methods of teaching self-analysis of errors and improvement through revision, methods of stimulating interest and desire for self-improvement through selection of writing assignments, and methods of evaluating themes and establishing grading criteria.

Only two areas were rated of little value: area 17, knowledge of language problems of disadvantaged students and students of varying cultural backgrounds, and area 18, methods of overcoming the handicap of special language problems in students.

Several respondents commented on areas lacking in their college preparation for teaching English. Four indicated a lack of preparation for teaching grammar, three said that more time in English 500 should be devoted to the problems of teaching composition to secondary school students, and two expressed a need for knowledge and techniques of teaching rhetoric.

In response to the question, "Should English 500 or a similar course in methods of teaching composition be required of all undergraduate students going into English teaching in the secondary school?", all 12 respondents answered affirmatively.

Table 2. Results of English 500 evaluation questionnaire

Rating scale: 1. Of great value
2. Above average in value
3. Of average value
4. Of little value
5. Of no value

N= 12
Ratings Distribution

	1	2	3	4	5	Mean
1. Knowledge of types of writing: a. Exposition	4	5	2	1		2.00
b. Argumentation	4	3	3		2	2.41
c. Narration		1	3	4	3	3.50
d. Research	1	1	2	3	5	3.83
e. Abstracts	6	3	2	1		1.83
2. Knowledge of the writing process	4	4	3	1		2.08
3. Knowldedge of prose style	2	4	3	2	1	2.66
4. Development of thesis	4	6		2		2.00
5. Effective sentence structure and paragraph structure	2	6	2	2		2.33
6. Knowledge of the functions of language and grammar	1	1	6	3	1	3.16
7. Methods of teaching types of writing to secondary school students		3	4	5		3.16
8. Methods of teaching the writing process to secondary school students	2	4	3	2	1	2.75
9. Methods of teaching language and grammar	1		5	4	2	3.50
10. Development of self-improvement in writing through recognition of errors and practice in editing and revision	7	3	1	1		1.66
11. Methods of teaching self-analysis of errors and improvement through revision	3	6	1	2		2.16
12. Methods of stimulating interest and desire for self-improvement through selection of writing assignments	2	5	4	1		2.33
13. Stimulation of ideas and guidance in approach to assignments through pre-writing discussions		6	3	3		2.75
14. Methods of incorporating the teaching of grammar, semantics, etc. with the teaching of writing	1		7	4		3.16
15. Methods of evaluating themes and establishing grading criteria	3	5	2	2		2.25
16. Methods of marking corrections and analysis of a student's writing to best help him improve	5	5	2			1.75
17. Knowledge of language problems of culturally disadvantaged students		1	3	1	7	4.16
18. Methods of overcoming the handicap of special language problems		1	2	4	5	4.08
19. Methods of stimulating creativity in writing		5	2	5		3.00
20. Practice in teaching composition		2	3	4	3	3.66

C. Evaluations of English 405, Senior Internship

Only three respondents returned evaluations of the intern course. However, their comments and evaluations established several strengths and weaknesses of the course and all three found the course to be of definite benefit in preparing them to teach English in the secondary school.

The greatest benefits listed were in learning methods of teaching composition, the use of literature as a basis for writing assignments, procedures in marking and grading themes, and practice in constructing composition exercises and tests. The respondents found the course of value also through observation of the teaching methods of an experienced instructor and in the knowledge gained from actual classroom problems in teaching English.

Excellent working relationships between interns and instructors were indicated by the respondents. All found that discussions with the instructors were very helpful in providing guidance in preparation of material for the class and in overcoming mistakes and shortcomings in their work with the class.

One respondent expressed great satisfaction with the intern course in that the experience of working with college students provided the stimulus for seeking an advanced degree to enable her to teach at the college level.

On the other hand, two respondents indicated a weakness in the intern program in that problems of teaching college students, particularly problems in discipline and motivation, differed greatly from the problems of teaching English in the secondary school and therefore limited the value of the course.

The greatest weakness indicated by all respondents was the lack of opportunity to actually teach the class. Another weakness was the lack of knowledge of methods of teaching other areas of English. All three respondents expressed a need for methods of teaching grammar, and one expressed a need for more methods of teaching composition to secondary school students.

The two faculty members who have supervised the intern program at different times found the course effective in providing practical experience for the student preparing to teach English. Although there have been minor problems in assignment of interns and administration of the course, results shown through the interns' journals, conferences,

and seminars indicate that overall objectives of the course have been achieved.

D. Results of Comparative Evaluations of English 362, 405, and 500

On the basis of overall evaluations of the three courses, English 405 (Senior Internship) and English 500 (Advanced Composition) were shown to be effective, within the limits of course objectives and structures, as teacher preparation. English 362 (Methods of Teaching English) was found to be of value in some areas of methods of teaching English but lacking in depth and effectiveness because of the time limitations of the one-hour course.

All respondents indicated a need for further preparation in methods of teaching English in some areas. All three courses were found lacking in provision of actual teaching experience, although interns make limited classroom presentations; all were weak in methods of teaching slow and culturally disadvantaged students. Also lacking in all three courses were methods of teaching language, reading, and oral composition. Several respondents mentioned a definite need for knowledge and methods of teaching grammar, and some, who had not taken English 500, listed the need for methods of teaching composition.

Only two respondents had taken two of the three courses--English 362 and English 405. Both found the experience of dealing with actual classroom problems more meaningful and helpful as teacher preparation than the limited and more theoretical methodology of English 362. No students had taken all three courses.

IV. DISCUSSION

A. Discussion of English 362 Evaluations

English 362 (Methods of Teaching English) is extremely limited by the lack of time available in a one-hour course. It is probably not possible to cover methods of teaching literature, language, composition, reading, and oral communication even in a three-hour course; it is certainly not possible to adequately cover more than a few limited areas in a class that meets only one hour a week. Nor is it possible to provide practice in teaching to any extent or observation of actual classroom situations in such limited time.

Although weaknesses in English 362 seem to be due, for the most part,

to the time limitation of the course, the weak ratings in some areas of the questionnaire indicate a need for greater emphasis on methods and materials for teaching English to secondary school students of varying abilities, interests, and backgrounds.

Contradictions in evaluations of the course were noticeable in that some areas were rated of great value by some respondents and of no value by others. This is doubtless because several instructors have taught the course with varying approaches and emphasis. It would seem that the instructor's experience and background in the field of teaching English in the secondary school is a definite factor in the effectiveness of the course.

Although it was not the purpose of this study to determine the comparative effectiveness of English 362 and Education 362 (a required course in general methodology), some respondents commented that methods of teaching English were more useful than the general methodology and theory of the Education course and said they would prefer a three-hour English methods course to the three-hour Education course. This suggests a possible merger of the two courses into a single course of three hours or more, utilizing team teaching by both English and Education faculty or by an instructor qualified in both areas.

B. Discussion of English 500 Evaluations

While English 500 (Advanced Composition) is not specifically a course in methods of teaching composition, it is designed to provide teaching knowledge and skills in addition to meeting the expressed needs for greater writing knowledge and skills. In providing increased competency in writing and greater understanding of the writing process and prose style, English 500 has been very effective according to questionnaire results. Effectiveness in these areas contributes to the interrelated areas of methods of teaching composition which were also rated above average in value for the most part.

Among the few areas of weakness in English 500 in methods of teaching composition, according to the evaluations, are knowledge of language problems of culturally disadvantaged and slow students and methods of overcoming these problems. These are areas which fall, at least partly, in the province of a general English methods course and probably require specialized knowledge and experience in working with disadvantaged and slow students. Although respondents indicate a need for additional attention to problems in these areas, an in-depth study

might result in loss in other areas of composition which are of primary concern in English 500.

Other needs indicated by the evaluations are methods of teaching grammar and actual practice in teaching composition. Here again, the main objectives of the course preclude extensive study in grammar and use of time for classroom teaching. However, minor adjustments to include additional attention in areas of weakness might be made without impairing the present effectiveness of the course in meeting its objectives.

An alternative which would provide greater strength in the above areas of weakness and place greater emphasis on methodology would be establishment of a separate course in advanced composition and methods of teaching composition to be required of all undergraduate English education majors. Enrollments in the present course include students who are not preparing to teach and thus justify the structure and content of English 500. The advisability of establishing a course such as English 500 as a requirement for all undergraduates preparing to teach English in the secondary school is supported by the unanimous vote of respondents favoring such a requirement.

C. Discussion of English 405 Evaluations

Among the needs of students preparing to teach English is experience in dealing with actual classroom problems to supplement general methods theory. English 405 (Senior Internship) does provide observation of methods of teaching composition and guidance in meeting classroom problems. Also, the intern's experience in analysis and grading of themes and in preparing class material definitely strengthens his preparation for teaching.

However, the assignment of the intern to a Bradley freshman composition class limits the scope of his experience and observation to a single subject and class. Not only is the subject matter limited to composition, mainly expository writing related to readings in literature, but the levels of ability and maturity differ greatly between college level and secondary school students.

On the other hand, one advantage of English 405 not provided by practice teaching or internship in a secondary school is that the intern's experience at Bradley will aid him in understanding the emphasis and discipline needed in high school composition to prepare the college-bound student to meet college standards.

One other factor in the effectiveness of English 405 is the compatability between intern and instructor and the instructor's willingness to devote time to working with the intern outside of class. The three respondents who evaluated the course indicated that their excellent working relationships with the instructors contributed to the value of the course. Lack of compatability would undoubtedly affect the value adversely.

While the intern program has been shown to be of definite value as teacher preparation, the structure o f the course limiting the enrollment to a small number of qualified seniors precludes the establishment of English 405 as part of the English methodology preparation for the majority of the English education majors.

D. Comparative Effectiveness of the Three Courses

It was not possible to measure the comparative effectiveness of the three courses due to the number of variables and other factors involved. Primarily, differences in objectives and structure of each course, stated in Part I, C, prevent a direct comparison of similar areas of methods of teaching English. Also, it is not possible to compare the total effectiveness of a one-hour course with that of three-hour courses.

Other variables include differing abilities and college backgrounds of students in the three courses. Only well-qualified students are accepted in English 405 (the intern course). In English 500 (Advanced Composition), due to a mixed enrollment of graduates and undergraduates, the students' knowledge and teaching experience varied greatly. In English 362 (Methods of Teaching English) there were differences in content and emphasis from semester to semester because of changes in instructors.

Thus, only general comparisons of effectiveness of the three courses can be made. Two respondents who had taken both English 362 and 405 found the intern course of greater value than the methods course, but, again, it is difficult to compare a one-hour course with a three-hour course.

In comparing English 405 and English 500, both are three-hour courses dealing with the teaching of composition. It would seem therefore that both provide equal opportunity for observation by the student of the instructor's methods of teaching composition. However, English 500 provides broader discussions of techniques and problems of teaching

composition than the intern seminars and conferences which deal mainly with problems of teaching college freshman composition. Another advantage of English 500 is that a variety of ideas and teaching techniques can be provided by the graduate students who are secondary school teachers and who have had experience in teaching composition to secondary school students. English 500 also provides greater knowledge of various types of writing, some history of language and prose, and more practice in writing than does the intern course.

Both English 405 and 500 are concerned mainly with the teaching of composition. In meeting the overall needs of the student preparing to teach English in the secondary school, only English 362 is not restricted to certain areas of English. English 362 can provide methods of teaching language and literature, as well as composition, and acquaints the student with materials helpful in teaching English. Unfortunately, however, English 362 is too limited in time to be effective.

V. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

In determining the effectiveness of the English methodology curriculum, the overall needs of the student preparing to teach English in the secondary school must be considered. The results of this study show that a combination of the three courses evaluated fulfill methodology needs in some areas of English, but many areas of weakness still exist, particularly in methods of teaching language, grammar, and reading, as well as knowledge and skills in teaching culturally disadvantaged and slow students. Also, it is unrealistic to evaluate the methodology curriculum on the basis of the combined effectiveness of the three courses since no students have taken all three and very few students have taken two of the courses.

Individually, English 405 (Senior Internship) and English 500 (Advanced Composition) were found to be effective within the objectives of each course, but English 362 (Methods of Teaching English) was shown to be inadequate mainly because of its limitations as a one-hour course.

Questionnaire evaluations indicate that English 362, although of value in some areas, must be enlarged if it is to provide depth in coverage of methods of teaching basic areas of English, knowledge of materials and aids in teaching English, and greater knowledge and skills in teaching secondary school students of varying abilities and backgrounds.

English 405 was found to be of particular value in providing the intern with methods and experience in dealing with actual classroom problems which are not provided by simulated classroom situations of the general methods course. The intern course was also shown to be of value in methods of teaching composition and, to some extent, literature, but provided only limited opportunity for actual classroom teaching. Due also to restrictions in enrollment and the limitations inherent in a college composition class, different in many respects from a secondary school English class, it appears that the intern course should be considered only as an elective supplementary to other English methodology courses.

English 500 was shown to be of greatest value of the three courses and effective in meeting its dual objectives of strengthening the student's writing skills and in preparing the student to teach composition. However, greater emphasis on methods of teaching composition to secondary school students of varying abilities and backgrounds is needed according to the evaluations.

In view of the overall effectiveness of English 500 and the extensive composition needs shown in teacher surveys, it appears that the advanced composition course contributes greatly to the methodology curriculum and should be recommended for all English education majors. Further, findings of the study indicate that establishment of the course, or a similar course, as a requirement for all students preparing to teach English in the secondary school should be considered.

Conclusions based on the overall findings of the study indicate that further study of and changes in the methodology curriculum should be undertaken to provide more adequately for the total needs of the student in methods of teaching English. Evidence shows the unquestionable need for expansion of English 362 and consideration of the course as a requirement for all English education majors. The possibility of merging an expanded English methods course with the general education methods course should also be investigated.

Final implication of the study is that careful and continuing consideration of the changing needs of secondary school students in English and the overall needs of college students preparing to teach them is necessary to provide an adequate and effective methodology curriculum.

VI. SUMMARY

Evaluations of three English methodology courses were made to determine which course or combination of courses is most effective in preparing the student to teach English in the secondary school.

Findings show that no one of the courses meets methodology needs in all areas of English. English 500 (Advanced Composition) was found to be effective in providing knowledge and skills for teaching composition. English 405 (Senior Internship) was effective within the limitations of the course in providing practical experience and empirical knowledge of methods of teaching composition and, to some extent, literature. English 362 (Methods of Teaching English) was found to be of value in some areas but was generally ineffective due to the time limitations of the one-hour course.

Conclusions of the study indicate that the effectiveness of the methodology curriculum would be strengthened by enlarging English 362 to at least a three-hour course with consideration of establishing the expanded course as a methodology requirement for all students preparing to teach English in the secondary school.

The study also shows a need for supplementary methodology courses, such as English 500, to provide both subject knowledge and skills in methods of teaching English in areas requiring extensive study and not presently covered in the English preparation curriculum.

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7. Survey by the Bradley University English Department, 1965-66. Questionnaires were sent to Bradley graduates from 1960 to 1965 asking their evaluations of their preparation in various areas of English. Thirty-three replies were received.

Appendix A

EVALUATION QUESTIONNAIRE FOR ENGLISH 362

Please rate the following areas as to the extent that English 362 provides knowledge and skills needed for the teaching of English in the secondary school.

Rating scale:
1. Of great value
2. Above average in value
3. Of average value
4. Of little value
5. Of no value

		1	2	3	4	5
1.	Methods of adapting materials and texts for effective use with students of varying levels and abilities					
2.	Methods of relating the study areas of language, literature, and composition to the interests of individual students					
3.	Methods and practice in preparation of various types of lessons					
4.	Methods of teaching literature					
5.	Methods of teaching composition					
6.	Methods of teaching oral communication					
7.	Methods of teaching grammar					
8.	Methods of teaching language, semantics, vocabulary, etc.					
9.	Methods of teaching reading					
10.	Methods of stimulating students' interest in reading					
11.	Knowledge of current adolescent literature					
12.	Understanding of effects of popular communications media (TV, films) on student values and interests					
13.	Ability to recognize and analyze the language problems of disadvantaged students and students of varying cultural backgrounds					
14.	Practice in actual classroom teaching					

A-2

Questions on the overall value of English 362 in the English education curriculum:

1. Does the content of English 362 overlap that of Education 362?

2. Should English 362 be enlarged to a three-hour course?

3. Would you prefer separate courses in the teaching of composition, grammar, language, and literature to a three-hour general English methods course?

Comment, if you wish:

Strengths of English 362:

Weaknesses of English 362:

Teaching experience, subjects and grade levels taught:

Appendix B

EVALUATION QUESTIONNAIRE FOR ENGLISH 500

Please rate the following areas as to the extent that English 500 provides knowledge and skills needed for the teaching of English in the secondary school.

Rating scale:
1. Of great value
2. Above average in value
3. Of average value
4. Of little value
5. Of no value

	1	2	3	4	5
1. Knowledge of types of writing: a. Exposition					
b. Argumentation					
c. Narration					
d. Research					
e. Abstracts					
2. Knowledge of the writing process					
3. Knowledge of prose style					
4. Development of thesis					
5. Effective sentence structure and paragraph structure					
6. Knowledge of the functions of grammar					
7. Methods of teaching types of writing to secondary school students					
8. Methods of teaching the writing process to secondary school students					
9. Methods of teaching language and grammar					
10. Development of self-improvement in writing through recognition of errors and weaknesses and practice in revision					

		1	2	3	4	5
11.	Methods of teaching self-analysis of errors and improvement through revision					
12.	Methods of stimulating interest and desire for self-improvement through selection of writing assignments					
13.	Stimulation of ideas and guidance in approach to assignments through pre-writing discussions					
14.	Methods of incorporating the teaching of grammar, semantics, etc. with the teaching of writing					
15.	Methods of evaluating themes and establishing grading criteria					
16.	Methods of marking corrections and analysis of a student's writing to best help him improve					
17.	Knowledge of language problems of disadvantaged students and students of varying cultural backgrounds					
18.	Methods of overcoming the handicap of special language problems					
19.	Methods of stimulating creativity in writing					
20.	Practice in teaching composition					

Should English 500, or a similar course, be required of all undergraduates preparing to teach English?

C

RESPONDENTS' COMMENTS ON ENGLISH 362 (METHODS OF TEACHING ENGLISH)

Strengths:

Got some insight of problems an English teacher will encounter.

This course was extremely helpful for student teaching. I gained confidence in my ability to teach and I was made aware of what to expect.

Greatly needed by any future English teacher.

It gave the English student an idea of what student teaching was going to be like and it gave a professional awareness of the teaching situation.

This course can be very helpful to the future teacher, but it must be enlarged, or possibly separate English methods courses would be a great help to this major problem.

It drops Education 362 to your own level. Many inside hints on how to teach English were given plus many charts, maps, etc. which will help me.

The strengths of the course are inherent. It allows students to study education methods in the specific area of English and makes them more conscious of the application of general theories to their specific teaching field.

It helped me understand methods of teaching poetry and was instrumental in preparing me for the evaluation of composition.

It gave me experience in theme grading; it was also helpful as preparation for practice teaching through discussions of relationships between practice teacher and students and the cooperating teacher.

It puts idealistic philosophy into practical methods. I learned how to grade actual high school compositions and how to obtain visual aids and bulletin board material.

Weaknesses:

It tried to cover too much material in too short a time.

It did not meet often enough. One hour a week is not sufficient for such a valuable course as this.

Because it is only a one-hour course, students tend not to be overly motivated--at least in my case.

One hour a week is not sufficient time. Should be a three-hour course. I found the course of little value in my student teaching; we did not have enough class time.

I feel it would be more effective to enlarge English 362 and eliminate Education 362.

There was not enough time to really go into depth with any concepts or teaching procedures. The course as a consequence was vague.

The course needs an approach to teaching high school level students. It is so important to be able to relate the study of English in all areas to the interests of the individual student and to adapt to students of all levels and abilities. If the course were enlarged, it could be very helpful to the future English teacher.

One hour is not enough time to cover even a minimum of subject matter in methods of teaching English. It is difficult to find a teacher qualified simultaneously in all areas of English and Education. The course might best be taught by team teaching or visiting teaching seminars.

Main weakness was not enough time for the work needed in the course. I would suggest expanding the course to three hours, allowing the student to take either English 362 or Education 362, and actually presenting grammar, literature, reading, etc. lessons in class. I have found that theory is much different from actual practice.

More grammar skills are needed which are not covered in English 209 or 309.

We learned very little about teaching grammar and nothing about teaching composition. The course lacked methods of motivation and there was not enough involving the teaching of English.

I feel the instructor for this course is the critical factor in the success or failure of the course. The instructor should have an understanding of the high school student and the problems of the practice teacher in teaching English to all kinds of students of different interests and abilities.

Only one hour a week--no real experience in teaching in front of a class.